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ABSTRACT

This book investigates many aspects of educational reform, pivoting around an innovative master's degree program for teachers. After "Foreword" (David T. Hansen), there are 14 papers: (1) "Transforming Teacher Education" (Hugh T. Sockett); (2) "From Educational Rhetoric to Program Reality" (Hugh T. Sockett and Pamela C. LePage); (3) "Teacher as Citizen: Professional Development and Democratic Responsibility" (Diane R. Wood); (4) "Talking to Learn: A Pedagogy Both Obvious and Obscure" (Ann Sevcik); (5) "Teachers in School-Based Teams: Contesting Isolation in Schools" (Sharon J. Gerow); (6) "Complexity in Morally Grounded Practice" (Elizabeth K. DeMulder, Ann Cricchi, and Hugh T. Sockett); (7) "Through the Eyes of the Child" (Rita E. Goss and Kristin S. Stapor); (8) "Illuminating Knowledge: Three Modes of Inquiry" (Deborah Barnard and Deborah Courter-Folly); (9) "Culture Clash: Teacher and Student Identities and the Procession toward Freedom" (Mark A. Hicks); (10) "No More `Making Nice'" (Donna V. Schmidt, Renee Sharp, and Tracy Stephens); (11) "Toward a Common Goal: Teachers and Immigrant Families in Dialogue" (Elizabeth K. DeMulder and Leo Rigsby); (12) "Sustaining the Moral Framework: Tensions and Opportunities for Faculty" (Pamela C. LePage); (13) "The Standards of Learning: One Teacher's Journey through State-Mandated Curriculum" (Margaret Kaminsky); and (14) "Leading a Transformative Innovation: The Acceptance of Despair" (Hugh T. Sockett). (Contains 233 references.) (SM)

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